



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Ida Price Charter Middle School serves students in grades 6-8 in the Cambrian Park neighborhood of San Jose, California.

Price serves approximately 900 students. We are fortunate to serve a student population that reflects the diversity of Silicon Valley, a diversity that is a true strength in forging learning communities where all students are challenged, engaged, and celebrated. For the 2023-24 school year, 36% of Price's students are white (non-Hispanic), 32% are Hispanic, 16% are Asian, 11% are Two or More Races, 3% are Black or African-American, and the remaining 2% represent other races and ethnic groups. Of the total enrollment, approximately 13% of the district's students are English Learners, 18% are Socio-economically disadvantaged, and 11% are students with special needs who qualify for an Individualized Education Plan (IEP) or 504 Plan.

#### Our Vision

The vision of Ida Price Middle School is to develop responsible citizens with positive self-worth, by providing a safe, friendly and fun place to be, that offers flexible scheduling, challenging, integrated curriculum with many choices, so students will be able to make personal connections with real life experiences, will have opportunities to be successful and will achieve the practical skills necessary to be lifelong learners.

## Mission

Price Middle School embraces the whole child by celebrating diversity, instilling in them the joy of learning, and advancing critical thinking skills to succeed in the global community. Price Middle School promises and works towards the understanding that education is a shared responsibility of public schools, parents, community and the individual learners to create the educated person in the 21st century. Towards this goal, Price has put in extensive hours in restructuring its academic program to ensure that the needs of all students are being met. Our collaborative efforts resulted in the implementation of three seven period days and two block days, which encompasses standards based programs, ASD classes, ELD classes, and extensive elective choices. Student needs are further met with extended instruction in science and social studies, a cross-content literacy/writing focus and extended day opportunities available after school. The implementation of teacher teams assists in interdisciplinary instruction and connectivity. PBIS, the positive incentive program at Price, helps guide students to be responsible citizens who are able to meet future challenges and make sound choices behaviorally and academically. Teachers are continually developing as educators through PD and learning opportunities resulting in increased student engagement, effective cooperative learning and the reinforcement of best practices. Brain-compatible research, literacy strategies, differentiated teaching practices and 21st century skills combine to give strength and provide depth to our child-centered philosophy. Price Middle School offers students the benefits of these programs and sees student success in high school and post-secondary options of fulfilling employment or admission to institutions of higher learning. Shared responsibility for student success ensures the development of our students into productive members of our community.

After analysis of student data, evaluation of programs and drilling down to subgroups and individual student data, we continue to work on professional development that offers strategies in differentiated instruction as well as:

- \* Ongoing support for improving school climate and equity and inclusion professional development.
- \* Writing across the curriculum
- \* Critical thinking and problem solving strategies and 21 century skills
- \* Ongoing ELA professional development with HMH curriculum training and Read180 intervention
- \* Ongoing math professional development with CPM curriculum training and supplemental SVMII support
- \* Piloting and adopting new NGSS curriculum

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2022 California Dashboard, Price Middle School "All Student" group scored above the standard in both ELA and Mathematics. Our English Learner Progress is also in the very high range at 68.3%.

Price was recognized by YMCA Project Cornerstone as an Asset Champion of the 2022/2023 school year for a "Caring Middle School Climate".

Currently, we continue to support the 1:1 devices for students supporting learning both at school and at home.

In Mathematics, "All Student" group scored 2.3 points above standard.

In ELA, "All Student" group are 34.5 points above standard.

Through the increased technology access, teachers and students were able to utilize online curriculum resources, Google suite tools for education, and a variety of additional apps and programs to support teaching, learning, and assessment. Our ELA and Math curriculum is available via digital resources as well as hardbound text.

Data from Read 180 program met or exceeded growth targets. Intervention sections increased in master schedule to support student needs identified in district screeners.

A Study Strategy class has been added to support students who need help with homework, organization, or other school related tasks.

A Student Success class has been added to the second semester of this year to support 8th graders who have below a 1.5 CPA.

Strong PBIS team - Redemption Week, Proud Matrix, PAC meetings

Campus Safety Supervisor - Helps with brunch, lunch, after school, great rapport with students.

Valley Sports lunch and after school sports

Leadership (Peace Ceremony, Mission Kindness, Red Ribbon Week, Rallies, Dances, Student Store)

Clubs (writing, art therapy, LGBTQ, math, water color, knitting)

Nugent Counselor for General Ed and Sped students

Two counselors running individual and groups counseling sessions.

Counseling referral form is now online via Google Classroom so students can remain anonymous.

Professional Development around equity and inclusion

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Despite this progress, two of our subgroups remain in need of targeted assistance.

In Mathematics, our "English Learners" are performing 99 points below standard.

In ELA, our "English Learners" are performing 76 points below standard.

Our "Students with Disabilities" are performing 76 points below standard in ELA and performing 115 below standard in Math

Through our SWIS and counseling data, we have also seen a growing need for both preventative and ongoing support for students dealing with: depression, anxiety, suicidal ideation, cutting, eating disorders, substance abuse, and gender identity.

Chronic absenteeism is high at 12%.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Four goals have been identified for Price Middle School for the 2022-2023 school year:

1. Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and SpEd) while preparing them for 21st century college and career readiness.

A. Provide Professional Development aligned with the Common Core State Standards (CCSS) and research based instructional strategies for staff.

B. Teachers will plan lessons that infuse rigor throughout the lesson, especially focusing on text complexity, close reading, informational text and writing for all grade levels.

C. Provide structured collaboration time for department and grade level meetings.

D. Support classes, Extension and Acceleration programs will be provided for students to support learning.

E. Teachers will receive support to deliver technology embedded instruction.

2. Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every students thrives.

A. Emphasis on Equity and Inclusion through Equity Proficiency (Nicole Anderson & Associates Consulting)

B. Professional Development around equity and inclusion (presenters James Kimure and Emily Cooper, future administrators)



- C. TOSA Support and target training for Read 180 intervention program
  - D. Math PD on Social Justice in Mathematics - SVMl (Silicon Valley Math Institute)
  - E. Leadership PD through CADA (California Association of Directors of Activities)
  - F. Coaching opportunities for teachers
  - G. Art teacher PD on natural dyes, screen printing, and ceramics
  - H. Coaching opportunities and time to observe other teachers.
3. Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.
- A. Staff will establish strategies to maintain regular and high attendance rates.
  - B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.
  - C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.
  - D. Services will be provided to meet the emotional, behavioral and mental health needs of students.
  - E. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures to ensure that students, staff, and anyone on campus is safe especially in case of emergencies.
4. Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.
- A. Back-to-School Night
  - B. ELAC
  - C. School Site Council
  - D HSC (Home & School Club)
  - E. School weekly newsletter
  - F. LIKE & ANGST Community Screening
  - G. 5th grade Campus Tours
  - H. FunFest
  - I. Open House

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Price was not identified for CSI

***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP:

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate, and Community Engagement). Parents asked for feedback and input at session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Principal Advisory Committee (PAC) Selected students advised the principal on issues/concerns on campus. They also gave suggestions and advice on how to improve the climate of the school
- f. Parent survey developed and issued to parents in April 2023. Multiple emails and written reminders were sent out. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meeting.
- g. Regular staff meetings/department meetings/grade level are held where important school information is disseminated and teachers engage in collaborative work.

In general, the review of LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC:

1. Inform and educate all stakeholder groups about the LCAP development process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our

current LCAP goals and the plans for how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey were summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified needs and suggested strategies to address that needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions, and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates on aReading & aMath district screeners.
2. Counseling, Attendance & Discipline data
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. School Climate Survey

4. Review the draft LCAP for 2023-2024 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP

5: Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. The staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on May 18, 2023.

A summary of the feedback provided by specific educational partners.

The responses and input were varied. Here are the primary trends that seemed common from many of our stakeholders:

- Enrichment/acceleration activities: A common theme from parents was a desire to maintain a focus on students who would benefit from enrichment or acceleration opportunities, specifically in mathematics. Maintaining our large variety of elective offerings was expressed.
- Parents referred to the upkeep of the facilities, with questions about bathrooms and occasional damage that occurs during off hours on campus.
- Our ELAC parents had positive feedback about the Reclassification process and Mrs. Fore's ELD1 class. They feel supported and encouraged.

- Generally teachers prefer PD designed for middle school. They also prefer staff-led professional development. Providing specific examples of incorporating strategies in the different curricular areas and content designed around the adolescent brain were found to be most appreciated.
- Teachers commonly believed that we need to maintain the support currently provided for a counselor on site through Nugent Counseling services and school counselors and higher level mental health support needs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

At staff meetings, department meetings, leadership meetings and house meetings, teams gave input on LCAP goals and provided guidance for actions. Additionally students completed the PBIS climate survey and families were provided an opportunity to complete the Family Engagement Survey. All parent committees were also provided information and opportunity for input (SSC, HSC, ELAC). All results and input were used to inform the LCAP and related expenditures.



# Goals and Actions

## Goal

Goal #	Description
1	Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and SpEd) while preparing them for 21st century college and career readiness.

An explanation of why the LEA has developed this goal.

As a kindergarten through 8th-grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

1. Annually increase the % of all students who are proficient/advanced on the Common Core State Standards (CCSS) for English Language Arts and Mathematics.
2. Close the achievement gap in the district's lowest-performing sub-groups by annually increasing the percentage of English learners, Hispanic, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities who are proficient/advanced in English Language Arts and Mathematics.
3. Full implementation of the Common Core State Standards (CCSS) and NGSS.
  - a. CCSS Interim Assessment Benchmarks Grades 6-8
  - b. Smarter-Balanced Assessment Consortium (SBAC) Grades 6-8
  - c. Common Core Implementation in the classrooms - Scope and Sequence

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will meet/exceed proficiency rates:	aReading scores demonstrated lower proficiency rates than in past years. Several significant student	aReading scores demonstrated lower proficiency rates than in past years. Several significant student	aReading scores demonstrated higher proficiency rates than last year. Several student groups		Winter aReading 60% on or above for all students <ul style="list-style-type: none"> <li>• less than 60% of ELL's</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. aReading & aMath winter screeners: 5% increase in Proficiency or above from 2021-2022 in Reading & Math in Grades 6-8	<p>groups continue to show increased needs.</p> <ul style="list-style-type: none"> <li>46.14% of All students scored proficient/advanced</li> <li>20.27% of socio-economically disadvantaged students scored proficient/advanced</li> <li>13% of students with disabilities scored proficient/advanced</li> <li>4.82% of English Learners scored proficient/advanced</li> <li>26.77% of Hispanic students scored proficient/advanced</li> </ul>	<p>groups continue to show increased needs.</p> <ul style="list-style-type: none"> <li>39.97% of All students scored proficient/advanced</li> <li>18% of socio-economically disadvantaged students scored proficient/advanced</li> <li>9% of students with disabilities scored proficient/advanced</li> <li>3% of English Learners scored proficient/advanced</li> <li>20% of Hispanic students scored proficient/advanced</li> </ul> <p>aMath scores demonstrated lower</p>	<p>continue to show increased needs.</p> <ul style="list-style-type: none"> <li>45.45% of All students scored proficient/advanced</li> <li>21.09% of socio-economically disadvantaged students scored proficient/advanced</li> <li>8.46% of students with disabilities scored proficient/advanced</li> <li>3.19% of English Learners scored proficient/advanced</li> <li>28% of Hispanic students scored proficient/advanced</li> </ul> <p>aMath scores</p>		<p>scoring some or high risk</p> <ul style="list-style-type: none"> <li>less than 31% of SED students scoring some or high risk</li> </ul> <p>Winter aMath</p> <ul style="list-style-type: none"> <li>60% on or above for all students</li> <li>less than 37% of ELL's scoring some or high risk</li> <li>less than 35% of SED students scoring some or high risk</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>aMath scores demonstrated lower proficiency rates than in past years. Several subgroups continue to show increased needs.</p> <ul style="list-style-type: none"> <li>• 43% of All students scored proficient/advanced</li> <li>• 24% of socio-economically disadvantaged students scored proficient/advanced</li> <li>• 13.8% of students with disabilities scored proficient/advanced</li> <li>• 12.9% of English Language scored proficient/advanced</li> <li>• 17.39% of Hispanic students</li> </ul>	<p>proficiency rates than in past years. Several subgroups continue to show increased needs.</p> <ul style="list-style-type: none"> <li>• 39.8% of All students scored proficient/advanced</li> <li>• 14% of socio-economically disadvantaged students scored proficient/advanced</li> <li>• 9% of students with disabilities scored proficient/advanced</li> <li>• 12% of English Language scored proficient/advanced</li> <li>• 14% of Hispanic students scored proficient/advanced</li> </ul>	<p>demonstrated higher proficiency rates than in last year. Several subgroups continue to show increased needs.</p> <ul style="list-style-type: none"> <li>• 42.26% of All students scored proficient/advanced</li> <li>• 18.44% of socio-economically disadvantaged students scored proficient/advanced</li> <li>• 6.82% of students with disabilities scored proficient/advanced</li> <li>• 10.78% of English Language scored proficient/advanced</li> <li>• 20.08% of Hispanic students scored</li> </ul>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	scored proficient/advanced		proficient/advanced		
Students will meet/exceed proficiency rates: 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2021-2022 in ELA, Math & Science in Grades 6-8	Incorporate SBAC scores in progress monitoring as they become available.	66% of students are at or above standard CAASPP ELA  51% of students are at or above standard CAASPP Math	TBD		SBAC ELA Set SMART goals for all significant subgroups  SBAC Math Set SMART goals for all significant subgroups
CCSS will be implemented in 100% of the classrooms through classroom observations by principal and teacher evaluation of Professional Development	CCSS currently observed in all ELA, Math, History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum.	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full		Full implementation of CCSS in all curricular areas. Alignment of practices and pacing evident in all departments and grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		implementation of ELA curriculum.	implementation of ELA curriculum.  NGSS pilot will begin Spring of 2023 and continue in Fall 2023		
3. Students will increase proficiency by 5% on the English Learner Progress Indicator (ELPI) and English Learner Reclassification Rate will maintain or increase.	In 2020-2021, 19% of Price ELL students were reclassified. This exceeds the county and state achievement significantly.	ELPI was not available because the CA Dashboard was suspended for Winter 2022.  9 out of 123 English learners were reclassified this year at a rate of 7%.	68.3% making progress towards English language proficiency  16 out of 122 English learners were reclassified this year at a rate of 13%		Increase the percentage of ELs making progress towards language proficiency to 80%  Continue to reclassify students at 15% or above.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CCSS aligned curriculum and instructional materials	Books, supplies, technology, instructional software, hardware & materials (including materials to support inclusion)	\$70,000.00	No
1.2	After School Homework Center	Available to all students, working on targeted areas of need.	\$25,000.00	No
1.3	Instructional Materials	Capital Outlay - copy machine lease, maintenance, copier consumables, shredding, laminator maintenance and consumables	\$23,000.00	No



Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Materials	Books and supplies - supplemental curriculum to support during school and extended day intervention needs	\$30,000.00	Yes
1.5	Additional Academic/SEL counselor	Employ a second counselor to ensure adequate support & intervention for at risk students. Support for House teams with Tier 1 & 2 interventions and SST process as appropriate.	\$75,000.00	Yes
1.6		Library Software Site License	\$500.00	No
1.7	Student Materials	Provide books, supplies, backpacks, etc.. for students in need to ensure equitable access.	\$2,000.00	Yes
1.8	1.0 FTE (Asst. Principal)	Additional administrative support to provide professional learning and instructional program.	\$178,750.00	Yes

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of the actions in 2022-23.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, our actions and planned activities for the 2022-23 school were effective as is evident in student outcomes: Local assessment aReading scores for all student went up 5%, SED went up 3%, and Hispanic went up 8% and aMath for all students scores went up 2.5%, SED went up 4.5%, and Hispanic went up 6%. We anticipate that state assessment will mirror our local assessment growth, however, those results will not be available until Fall 2023-24.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Price will continue to implement a 7-period day to ensure access to enrichment and intervention electives. As is evidenced by a drop in academic scores, the need for intervention has risen. The master schedule has an increase in sections to support 6th-grade ELA and Math. We will also be adding an additional counselor to help support SEL needs.

1. Targeted support for SED/IEP/Hispanic students
2. Sped Teacher (Emily Cooper) and Principal (Margaret Lavin) are working together to develop collaboration time between special education and general education teachers focused on curriculum and IEP development. restructure Learning skills and include SpEd teachers in PLCs
3. Continue additional supplemental target instruction for ELA & Math for 6/7/8th grade using current data.
4. Continue the Read 180 curriculum for use in General Education intervention, ELD, and Special Education.
5. Expand the study strategies class as an elective.
6. NGSS Curriculum adoption
7. House SEL curriculum in one place (ie, soft start example)
8. Additional administrative support to provide professional learning and instructional program.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning: Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every student thrives.

An explanation of why the LEA has developed this goal.

<p>All teachers at Price possess credentials appropriate to their position.</p> <p>Major focus areas this year will be:</p> <ol style="list-style-type: none"> <li>1. Supporting teachers in the new NGSS adoption.</li> <li>2. Using data-driven collaboration to target specific areas of need.</li> </ol> <p>Metrics:</p> <ol style="list-style-type: none"> <li>a. Highly Qualified Teachers</li> <li>b. Participation in professional development opportunities</li> <li>c. Level of staff satisfaction from professional development surveys</li> <li>d. BTSA program for all eligible Price teachers</li> <li>e. School-wide and district leadership opportunities</li> <li>f. Placement of university student teachers</li> </ol>
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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	100% teachers are appropriately assigned and credentialed in subject area per Annual SARC/Local Indicator the annual School	Continue to maintain 100% of appropriately placed teachers.	Continue to maintain 100% of appropriately placed teachers.		Continue to maintain 100% of appropriately placed teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Accountability Report Card (SARC) report.				
Participation in professional development opportunities	3 District-wide Professional Learning Wednesdays 3 Districtwide Professional Learning Days Increase targeted PD for under represented departments planned for 22-23	SEL emphasis included suicide prevention training and End the Silence training for all staff. Emphasis was also placed on working with LGTBQ students.  Provide specific PD for Music, Spanish, Voc Tech, Art and Physical Education Teachers Provide SUTW refresher for ELA teachers	SEL emphasis included suicide prevention training, cultural proficiency, and equity and inclusivity training.  Specific emphasis was on teachers PD at CADA and implementing positive activities for staff and students.		Maintain district supported professional development. Specific PD for all curricular areas provided.
Level of staff satisfaction from professional development surveys	Continue to raise satisfaction via teacher led PD ___ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	Increase teacher satisfaction by 5%	Two of our professional development days were facilitated by two staff members who are currently getting their administrative credential. The trainings were on equity and inclusion.		Increase teacher satisfaction with PD by 10% over baseline.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	will be established in 2021-22)				
BTSA program for all eligible Price teachers	All BTSA-eligible teachers participated as well as EPIC for special ed teachers	Coordinate with BTSA and EPIC to provide mentorship and support for all eligible teachers. Support with release days for observation.	We had one teacher who was supported through BTSA.		Continue to provide support for new teachers completing their credentials.
School wide and district leadership opportunities	Opportunities: Leadership Team, CLC, PBIS, Math Leadership Team, Assessment Team Some responsibilities/team titles may change	Increased variety of staff assignments to various committees to increase voice and knowledge base.	Two of our professional development days were facilitated by two staff members who are currently getting their administrative credential. The trainings were on equity and inclusion.  Four of our teachers attended CADA		Continue to involve teachers in site decision making and leadership.
Placement of university student teachers	1 teacher provided master teacher support for 2 student teaching candidates	2 teachers provided master teacher support for student teaching placements	2 teachers provided master teacher support for student teaching placements		Support student teaching candidates as available.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1	Data collection walk throughs reduced to teachers on evaluation. All staff were able to increase	Temporary and Probationary teachers demonstrate meeting standards on CSTP goals with feedback	Temporary and Probationary teachers demonstrate meeting standards on CSTP goals with feedback		Increase % of teachers implementing best practices 10% over base line.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instructional practices consistently, including GLAD, curricular adherence, Designated/Integrated ELD, STUW, etc.	their performance utilizing the matrix.	and support from admin and site TOSA	and support from admin and site Instructional Specialist		

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development & Collaboration	<p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> <li>1. Continue Instructional Best Practices PD &amp; Data Driven Collaboration</li> <li>3. Technology Integration and digital citizenship,</li> <li>4. SEL PD (Like, Angst, Race to Be Human)</li> <li>5. Department and grade level specific collaboration</li> <li>6. NGSS Adoption</li> <li>7. CADA</li> <li>8. Inclusion and Equity Training</li> </ol> <p>Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks, Data driven planning)</p>	\$22,500.00	No
2.2	Professional Development & Collaboration	<p>Provide Professional Development and Collaboration Time in the following areas:</p> <ol style="list-style-type: none"> <li>1. Continue Instructional Best Practices PD &amp; Data Driven Collaboration</li> <li>3. Technology Integration and digital citizenship,</li> </ol>	\$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		4. SEL PD (Like, Angst, Race to Be Human) 5. Department and grade level specific collaboration 6. NGSS Adoption 7. CADA 8. Inclusion and Equity Training  Expenditures to include: conferences, on site collaboration (scoring calibration for writing assessments, benchmarks and MARS tasks, Cycle of Inquiry, Data driven planning, Case), professional development.		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Collaboration time focused on ensuring that professional development is centered on identified deficit areas to maximize student growth. Equity and Inclusion PD

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Substitute shortage reduced the amount of release time provided for staff collaboration and increased spending stipends.

An explanation of how effective the specific actions were in making progress toward the goal.

Science department is piloting one NGSS curriculum this Spring and one in the Fall. Teachers facilitated PD on inclusion and equity.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

1. Offer coaching & PD opportunities (SVMI - Silicon Valley Math Institute PDs on social Justice in Math)
2. Math talks, creating re-engagement lessons, maximizing virtual tools, making connections to the new California Math Framework

3. Additional AP will support staff on Tier 1 instruction, SEL, and after school enrichment programs (recruit students, parent outreach, oversee clubs, observation opportunities)
4. Continue equity and restorative practice PDs
5. PLC (Professional Learning Community) in Department meetings
6. Include SpEd team for collaboration and looking at data
7. PD around SpEd inclusion, accommodations, and formative assessment based on content standards

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Positive School Environment, Climate and Culture: Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

An explanation of why the LEA has developed this goal.

1. While the PBIS Self Evaluation Tool score of 95% demonstrates that student behavior and engagement on campus is positive, nurturing, and sustainable, our community believes there is still a need to provide additional assistance for students.
2. School Climate is one of the top priorities to ensure students are learning in a safe and nurturing environment.
3. Need for support in the area of mental health has been noted to be significant. Counseling needs are a priority.

Metrics:

- a. School Climate Survey
- b. SWIS Office Major Referrals
- c. Suspension/Expulsion Rate
- d. Attendance Rate
- e. Chronic Absenteeism Rate
- f. Participation in extra-curricular activities
- g. Counseling referrals
- h. Middle School Drop out Rate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey area of need - There is an adult who will help me if I need it	School Climate Survey Results: Minimum 5% increase in the number of students able to identify a trusted adult at school. On the	School Climate Survey Results: 1.4% decrease in the number of students able to identify a trusted adult at school.	73% of students know an adults at school they trust. This is a slight decrease from last year.		Increase identified adult for support to 90%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 School Climate survey, 75% of students know an adult at school they trust for help.	On the 2021-2022 School Climate survey, 73.6% of students know an adult at school they trust for help.			
SWIS Office Major Referrals, suspension rate, expulsion rate	A 5% decrease in major office referrals and suspensions (baseline to be established in 2022-2023) 2019-2020 suspension rate 2%  Maintenance of expulsion rate (currently at 0% for past two years)	Baseline data will be collected in June for suspensions and office referrals due to previous school closure impacting data.  Maintenance of expulsion rate (currently at 0% for past two years)	Currently we have 36 suspensions for the 22/23 school year. This is a 13% decrease from 21/22.  Expulsion rate has been at 0% for past three years		Continue to decrease office referrals and suspensions by 5% per year overall as well as in demographic groups (SWD, hispanic students, & male students)
Attendance rate	A minimum 95% Attendance Rate	Maintained an attendance rate of 95.29% base on data collected in May 2022.	Maintained an attendance rate above 95% based on April, 2023		Maintain a minimum of 95% attendance rate
Chronic Absenteeism rate	A decrease chronic absenteeism rate. Baseline to be established in 21-22 due to COVID impact.	Baseline data will be collected in June due to previous school closure impacting data.	12.1% of students were chronically absent.		Decrease chronic absenteeism by 5%
Participation rate in extra curricular activities: band, athletics, NJHS, etc.	Establish baseline in 21-22 for post COVID data	Baseline data will be collected in June due to previous school	186 students participated in band and choir		Increase from baseline by 10%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		closure impacting data.	50 students participated in NJHS  Approximately 500 students participated in sports - more than 50% of students.		
Referrals for counseling and crisis intervention data	Due to the Increase in referrals resulting from isolation during school closure, new baselines will be established in 21-22	Baseline data will be collected in June due to previous school closure impacting data.	66 students are supported by the two counselors for crisis and/or trauma  30 gen ed students and 20 IEP students have been referred to our part-time Nugent counselor.  22 CareSolace referrals		decrease referrals by 10% from preventative programs
Middle School Drop Out Rate	drop out rate = 0%	drop out rate = 0%	drop out rate = 0%		drop out rate = 0%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supporting access	A. Staff will establish strategies to maintain regular and high attendance rates.	\$750.00	No

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> <li>1. Staff will communicate to parents the importance of regular school attendance via newsletter.</li> <li>2. An automated system will contact parents when students are absent.</li> <li>3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues.</li> <li>4. Staff will work follow up and work with parents and families whose attendance is truant. (Translation supplied as needed)</li> <li>5. Student support will be increased through the expanded academic counseling positions. (costs captured in goal 1)</li> </ol>		
3.2	PBIS, recognitions, support	<p>B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <ol style="list-style-type: none"> <li>1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. Student agendas</li> <li>2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Provide release time for PBIS team to review data and create responsive plans to address needs.</li> <li>3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn.</li> <li>4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process.</li> <li>5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and programs and working students with special needs in the general classrooms.</li> </ol>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>6. Teacher PD at CADA (California Association of Directors of Activity) convention</p> <p>6. Awards, Reclassification certificates and 8th Grade Promotion certificates</p>		
3.3	Enrichment and Access	<p>C. Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>Enrichment and other student activities and clubs will be developed and maintained including but not limited to Math Olympiad, Math Counts, NJHS, LGBTQ, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day.</p> <p>Support after school sports program costs (coaching, etc...) through student scholarships</p> <p>Stipend for site athletic director \$13,000, music director \$7,500 &amp; activities director \$6,000, Salaries Music Coaches \$3,000</p>	\$30,000.00	No
3.4	SEL support	<p>D. Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <p>1. School Counselor &amp; Nugent Counseling Services - provides individual and group counseling for students through referral process or as needed basis. (district funded)</p> <p>2. School psychologists also provide counseling on death of a family member, bullying, school anxiety and social issues.</p> <p>3. Study Study Team Process is employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges.</p> <p>4. SEL curriculum training and collaboration (Habitudes, Project Cornerston, SEL movies, digital citizenship and supplemental programs)</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 6. Library hours to support alternate locations on campus for students.		
3.5	School Safety	E. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe on a regular basis and especially in case of emergencies. 1. Staff will revise the comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan. 4. Provide adequate supervision with campus monitors and additional certificated staff as needed. 5. Stipends for teachers who help during their duty-free lunch.	\$5,000.00	No
3.6	SWIS/CICO	SEL and PBIS Support	\$584.00	No

### Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

VP communicated with parents of chronically absent student the importance of regular school attendance via newsletter.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Challenges locating classified yard duty to fully staff lunch breaks led to increased expenditures to pay teachers to supervise. Additional supports for PBIS were provided by both ASB and HSC. Additional counselor was funded through the district .

An explanation of how effective the specific actions were in making progress toward the goal.

Recipient of the 22/23 YMCA Project Cornerstone Asset Champions for “Caring School Climate”

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

1. Work with staff to generate ideas and implement recognitions for students in the classroom.
2. Implement SEL programs with fidelity
3. Continue working with families around attendance (SART/SARB)
4. Move climate survey out of PE
5. Expand 5-5 (personal connections to students).
6. Expand Chill Room to Monday, Wednesday, and Fridays

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
4	Strong Parent and Community Engagement: Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

An explanation of why the LEA has developed this goal.

### Identified Needs:

1. Parents request that there is a need for more communication and information about Student Progress
2. Parents request that there is a need to provide communication in languages other than English
3. ELAC and Special Education request that translation services be available for English Learner students and parents

### Metric

- a. Parent Participation/Attendance in school events, activities, and functions
- b. Parent involvement in school committees, parent/teacher conferences, and school events (ie, FunFest)
- c. Request for translation services at various meetings

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent Involvement Survey	1. Few parents participated in the survey due to school closure. Additional surveys will be implemented periodically during the 21-22 school year.	54 parents participated in the parent engagement survey. The overall trends show that parents are very happy with the amount and type of communication coming from the site. Parents do not feel	66 parents participated in the parent engagement survey.  The overall trend shows that parents are happy with the amount and type of communication coming from the site.		Increase parent involvement through workshops, events and volunteer opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		that school has been designed nor have they been encouraged to participate or volunteer.	76% of parents responded that each families ethnicity and culture are respected and recognized.		
2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all meetings. SSC attendance has been limited to members of the committee.	2. Begin capturing attendance in the meeting minutes for all parent committees.	Meetings were conducted via Zoom due to COVID restrictions. Metrics will be collected next school year.	HSC meetings were conducted in person and via Zoom. We had on average 10 parents and 3 teachers attend the general meetings. SSC members included 3 students (one from each grade level) , four parents, two teachers and the school secretary.		Increase by 15% from baseline data
3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.	3. Provide outreach to second language families with links to resources.	Bilingual office personnel were hired this school year and the newsletter has a link for translation.	Unfortunately, we no longer have a bilingual office person. The newsletter does have a link for translation. Our ELAC meetings were attended, on average, by 6 parents.		Increase satisfaction on parent survey by 10%

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase two way communication	<p>A. Staff will provide multiple opportunities to parents to provide input to programs and progress.</p> <ol style="list-style-type: none"> <li>1. Staff will establish communication protocols to utilize media sources, i.e. school newsletters, Blackboard Connect, school website. Communication will also be provided in multiple languages, especially Spanish.</li> <li>2. Implement Parent Information events and activities (i.e., Showcase Open House, Back to School, Middle School Orientation, Community events etc.)</li> </ol> <p>Support bilingual staff outreach through extra hours and conduct home visits as appropriate.</p>	\$5,000.00	Yes
4.2	Communication of student programs & progress	<ol style="list-style-type: none"> <li>1. Through written communication, staff will keep parents informed on academic programs and curriculum</li> <li>2. Staff will conduct a comprehensive annual survey to garner input from parents and community members.</li> <li>3. Student academic progress will be sent home through traditional mailings to ensure all parents are aware of achievement levels and needs.</li> <li>4. Parent conferences will be scheduled for students requiring additional support.</li> </ol>	\$5,000.00	No
4.3	Community Building	Support parent inclusive events (Open House, BTSN, ELAC Meetings, FunFest, Code Night with food, drinks, books and applicable support materials.	\$2,000.00	No
4.4	Project Cornerstone	SEL curriculum for 6th graders	\$1,000.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We lost our bilingual attendance clerk. Her replacement is not bilingual. This has hampered our ability to communicate effectively with our Spanish speaking parents.

We have hired a bilingual health clerk for the 23/24 school year.

ELAC/SSC, HSC, Newsletters and other were utilized to communicate with families. Open House BBQ was well attended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of expenses were appropriately estimated. Increases in cost of materials made a slight impact.

An explanation of how effective the specific actions were in making progress toward the goal.

We had many parent volunteers attend school activities (ie, dance volunteers, Project Cornerstone teacher volunteers, FunFest)

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

1. More community outreach to English learner families
2. More communication with SED families - personal invitation to our families identified as SED to get their perspective on how we can support their students at school.
3. Principal chats once every quarter for all parents
4. Starting after school club around community service and service projects (Stacey Bibo who also runs NAMI walk)

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$520,584.00				\$520,584.00	\$342,000.00	\$178,584.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CCSS aligned curriculum and instructional materials	All	\$70,000.00				\$70,000.00
1	1.2	After School Homework Center	All	\$25,000.00				\$25,000.00
1	1.3	Instructional Materials	All	\$23,000.00				\$23,000.00
1	1.4	Instructional Materials	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.5	Additional Academic/SEL counselor	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.6		All	\$500.00				\$500.00
1	1.7	Student Materials	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.8	1.0 FTE (Asst. Principal)	English Learners Foster Youth Low Income	\$178,750.00				\$178,750.00
2	2.1	Professional Development & Collaboration	All	\$22,500.00				\$22,500.00
2	2.2	Professional Development & Collaboration	All	\$4,500.00				\$4,500.00
3	3.1	Supporting access	All	\$750.00				\$750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	PBIS, recognitions, support	All	\$20,000.00				\$20,000.00
3	3.3	Enrichment and Access	All	\$30,000.00				\$30,000.00
3	3.4	SEL support	All	\$20,000.00				\$20,000.00
3	3.5	School Safety	All	\$5,000.00				\$5,000.00
3	3.6	SWIS/CICO	All	\$584.00				\$584.00
4	4.1	Increase two way communication	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.2	Communication of student programs & progress	All	\$5,000.00				\$5,000.00
4	4.3	Community Building	All	\$2,000.00				\$2,000.00
4	4.4	Project Cornerstone	All	\$1,000.00				\$1,000.00

Price

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

### Signature Committee or Advisory Group Name

English Learner Advisory Committee
Oxley Frain Atiker <i>[Signature]</i> 4/18/23

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on April 18, 2023.

Attested:

*[Signature]* 4/18/23

*Margaret Lonin* 4/18/2023  
Principal, Price Middle School